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ABSTRACT

The Media Kits for Career Information project is a proposal to construct media packages representing the fields of employment open to students of technical and vocational programs at Halifax Community College (HCC). The kits will be constructed by commercial art students under the supervision of the HCC public information officer and the commercial art instructor. They will be designed to demonstrate the characteristics of the career fields as they exist in the college's immediate service area where most of the graduates seek employment. The purposes of the project are: (1) to provide students with locally produced materials for use in comparing and selecting prospective careers, (2) to provide students with expanded use of counselor/student contact time, and (3) to provide practical experience for students in the commercial art program. Each media kit will consist of a slide-tape package and will be revised when needed so as to provide up-to-date information. The author reviews the need for the program, and describes the delivery system, the method of designing the kits, the methods of evaluation, and the costs of the system. A short bibliography is appended. (DC)

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CONSTRUCTING MEDIA KITS FOR CAREER INFORMATION

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CONSTRUCTING MEDIA KITS FOR CAREER INFORMATION

Description and Purpose

The Media Kits for Career Information project is a proposal to construct media packages representing the fields of employment open to students of technical and vocational programs at Halifax Community College. Kits will be constructed to demonstrate the characteristics of the career fields as they exist in the college's immediate service area where most of the graduates seek employment. The purposes of the project are: (1) to provide students with locally produced materials for use in comparing and selecting prospective careers; (2) to provide students with expanded use of counselor/student contact time; (3) to provide practical experience for students in the commercial art program in designing and constructing audio-visual media.

Need for the Program

One of the most basic and persistent needs in vocational and technical instruction is up-to-date career information. Educational institutions which offer occupational training have the inherent obligation to assist their students in making career choices by realistically representing the career and the employment opportunities within the service area. Students at Halifax Community College contemplating a career field or a career change are aware of the need to prepare themselves. However, they are often undecided about the suitability of a field to their interests and expectations. In addition, they are often unaware of the unique local characteristics of a potential career field.

In a COPES report from California, community college personnel cited as first of five research priorities the need for the "systematic collection and

and translation of information on community occupational education needs."[1]

Media kits which would portray the characteristics and requirements of a prospective career as they exist in the local area would enable students to enter a program of study with a clearer picture of the projected outcome. Malcolm Salinger and Wilbur Wright, Counseling Psychologists at Ferris State College, state: "We foresee that in contrast to commercially produced films which necessarily portray careers on a nationwide scale, these locally produced (media tapes) for career counseling can have a genuine, specific value at both the college and public school levels."[2]

Because of limited staffing, counselors at Halifax Community College are involved in registration, synthesis of statistical data and other record keeping facets of guidance. This limits the amount of time a counselor has for actual contact with the students. A large part of this valuable contact time is spent in the basic guidance function of acquainting students with career options. Career information in the form of media kits can assume this function and expand the use of the counselor's time, thereby making more counseling services available to students. The editor of the Personnel and Guidance Journal suggests that the use of media technology can free the guidance counselor to "perform at a higher level of problem-solving with the student since students would be more prepared for decision making."[3]

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[1]"Occupational Education in Representative California Community Colleges," Copes Report, Sacramento, California, May 1973, p.10.

[2]Malcolm Salinger and Wilbert Wright, "Videotape As A Medium For Vocational Decision-Making Information," The Personnel and Guidance Journal 49 (November 1970), p.205.

[3]Theodore Friel and Frank J. Minor, "An Experimental Educational and Career Exploration System," The Personnel and Guidance Journal 49 (November 1970), p.194.

The Commercial Art and Advertising Design department at Halifax Community College "deals with the design, illustration, and mechanical preparation of ....material that serves to promote....ideas, services, or products."[4] This department stresses the practical application of learned techniques to the production of advertising materials. Creating media kits for guidance will afford the students an opportunity to use their skills and to see the practical implementation of a finished product. Since the kits will be used on the campus, the commercial art students will have the advantage of obtaining feedback from students and staff concerning the effectiveness of the kits and be able to revise their product to improve that effectiveness.

Development Procedure

Choice and Description of Delivery System

The model for the design of the media kits for Career Information was adopted from a University of Nebraska project to develop media materials representing various occupations.[5] The mode of delivery chosen for use at Halifax Community College is the slide-tape package, the same mode used at Nebraska although the reasons for selection were different. Synchronized slide-tapes were selected at Halifax Community College because: (1) they deliver maximum information to people with minimal reading levels; (2) the equipment involved is easily operated by the students; (3) the information can easily be updated as the employment picture changes; (4) much of the equipment inventory is on hand; (5) production costs are less expensive than other media forms; and (6) students are involved in the production process.

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[4]Halifax Community College, Catalogue of Information 1976-78 (Weldon: HCC, 1976), p.50.

[5]Richard L. Douglass et al, "Develop Your Own Mediated Career Information," Audiovisual Instruction 21 (April 1976), p.39.

Design and Content of Media Kits

The first phase in production of the kits is the development of a questionnaire generally applicable to the occupations represented. The questionnaire is used to interview people in particular occupational fields and is designed to elicit responses which illustrate:

1) The nature and importance of the occupation
2) A realistic work setting
3) Entry requirements (education, experience)
4) Working conditions
5) Wages, hours, benefits
6) Advancement possibilities
7) Potential personal rewards

Up-to-date statistical information is gathered on the career field which presents occupational outlook information and includes the technological, economic, and demographic factors which affect employment opportunities in Halifax Community College's service area.

Students tape record interviews (using the prepared questionnaire) and photograph workers in their working environments. The interviews, photographs, and statistical information are edited into a finished slide-tape package.

Evaluation

The media kits are pre-evaluated for format, content, and interest level by the commercial art students, their instructors, and guidance personnel using the standards set by the National Vocational Guidance Association for packaged media career information.[5] Needed revisions are made at this time.

Three evaluation tools designed as questionnaires are planned for the three target groups involved in this project--the technical and vocational students counseled, the counselors, and the commercial art students. Since

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[5]National Vocational Guidance Association forms courtesy of Dr. Hopke, Head, Dept. Personnel and Guidance, NC State University.

the construction of media kits for every program will require some time (perhaps nine months based on the projected number of commercial art students) implementation will be gradual. Evaluation, therefore, seeks to compare the amount of familiarity with the chosen career fields felt among media-counseled students with those traditionaly counseled. In addition, former students employed in the fields in which media kits were used will be surveyed to determine how accurately the career was represented, to what degree the kits helped the students prepare for employment, and how the kits may be revised for g eater effectiveness. The effectiveness of the project will be evaluated by counselors in terms of how media counseling allowed them to better use their time. Evaluation by commercial art students will concentrate on how the project was useful in obtaining applied experience. The project may also be useful to the commercial art instructor as a means of evaluating his or her students' design and production techniques.

Costs

Costs for designing the media kits are represented in the following categories:

1)	Camera and duplicating equipment for slides and tapes	$ 3,227.00
2)	Film, tapes and processing cost	1,426.00
3)	Salary and expense for director and participants in the project	5,500.00
	Total Cost	$10,153.00

The costs of the project are expected to be met by Exemplary Project funds approved by the State Board of Education. A detailed budget is outlined in Appendix A on page 8.

Plans for Launching and Organizational Structure

The administration at Halifax Community College is student oriented in its approach to institutional operation. The need for functional up-to-date career information is an area of identified need to which administrative support is committed.

The construction of the media kits will be directed by Halifax Community College's Public Information Officer in conjunction with the commercial art instructor. The Public Information Officer, who has a background in visual design, will be responsible for supervising the gathering of information and the editing and matching of tapes and slides. The commercial art instructor will decide how the project can best be used in achieving his or her own instructional goals and will supervise the technical quality of the kits.

The final products will be used by the guidance department within the Department of Student Personnel under the direction of the Dean of Students.

Summary

The Construction of Media Kits for Career Information is a project designed to involve several areas of Halifax Community College's institutional operation. The successful design and implementation of this project should provide a valuable counseling tool both for the students who use it as an aid in making career choices and program decisions and the counselors who can expand the use of their counseling time. The commercial art students are expected to benefit from the opportunity to apply learned classroom techniques to the "live" project.

In addition to the immediate benefits to the groups already mentioned, the project has implications for other areas of Halifax Community College's operation. If media kits representing various career fields prove successful in familiarizing college students with employment opportunities in the service

area, the kits can be used in the high schools as a valuable student recruiting tool. This will serve to increase articulation between the college and the high schools.

In addition, the need for periodic regathering of current employment information to keep the kits up-to-date necessitates frequent contacts between the institution and the business and industrial community.

Finally, the project will represent a model of non-traditional instruction to members of the campus community. Teaching faculty who may be hesitant about attempting a plan of media-based instruction can observe a locally produced project and obtain the details of design.

APPENDIX A

SCHEDULE OF PROPOSED PROJECT COST

Halifax Community College	1976-77
BUDGET LINE ITEMS	COST
A. Salaries - Total	$ 4,165
Explanation: Director of Program - 1/2 time for 10 months	4,165
B. Employer's Retirement - Total	380
Explanation: Retirement for 1/2 salary for 10 months	380
C. Employer's Social Security - Total	244
Explanation: Social Security for 1/2 salary for 10 months	244
D. Materials - Total	1,532
1 Robins tape care & editing kit #TK12	96
1 Robins cassette kit #TK36	10
10 Dozen cassette tapes - 30 min.	20
315 Rolls H. S. Ecktachrome Color Slide Film	630
315 20 Exposure mailers for developing	576
Other Miscellaneous Supplies	200
E. Equipment - Total	3,121
Explanation:	
1 Telex Cassette Duplicator, Md. #92210	1,255
2 Telex Recorder, Player, Synchronizer	354
3 Singer Caramates Md #8805 @259	777
1 Honeywell Repronar, Md #805	450
1 Honeywell Pontex Spotmatic, MD IIA	166
1 Honeywell Auto/Stroboner Elec. Flash #772	119
F. Travel - Total	600
Explanation:	
Travel for director - 10 months	400
Travel for student assistants	200
G. Other Expense - Total	111
Explanation: Hospitalization for 1/2 salary for 10 months	111
TOTAL BUDGET	$10,153

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